



Churchill Community College Special Educational Needs and Disabilities Information Report

SEND Information Report (including Local Offer)

January 2019

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Churchill Community College Learning Support Department

Our Vision

- ❖ To raise the attainment of all students from every background and of every ability
- ❖ To raise literacy levels across the school, allowing every student to access the curriculum and to achieve within their personalised learning pathway
- ❖ To work with individuals, departments and schools to find new ways to learn and new ways to teach. Every teacher is an Additional Educational Needs (AEN) teacher
- ❖ To be a department where every member is a leader
- ❖ Teaching and Learning has Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) and Looked After Children (LAC) embedded within all planning so lessons are good or outstanding
- ❖ Ambition and vision are embedded in all staff, students, parents and carers

What types of special needs are catered for?

Churchill Community College is committed to meeting the needs of all pupils, including those with SEND. Reasonable adjustments are made to meet the needs of all pupils, including those identified in the SEND Code of Practice (2014) under the following categories:

- Language and Communication difficulties
- Cognitive and Learning difficulties
- Social, Emotional and Mental Health difficulties
- Physical and Sensory difficulties

Churchill Community College provides a range of interventions and support mechanisms to support pupils with SEND, those at SEN Support in school and those with Educational, Health and Care Plans (EHCP), to make progress. Support is available for ALL pupils with SEND, including those with disabilities, pupils with English as an Additional Language (EAL), or those in the care of the Local Authority.

All pupils with an EHCP are supported to achieve their outcomes outlined in the EHCP. Progress towards these outcomes are reviewed at least annually.

Those pupils placed at SEND Support of the Code of Practice have an SEND Support Plan. The Plan contains specific outcomes to support the pupil to achieve their end of Key Stage aspirations. Support is personal and tailored to the specific needs of the pupil to enable the pupil to work towards their personal outcomes and achieve their own aspirations.

Below are some of the ways in which we support pupils with specific needs and make up the school's contribution towards the Local Authority's Local Offer (Churchill's Local Offer).

School's Local Offer to support students with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder • Aspergers Syndrome • Speech, Language and Communication needs • Social communication difficulties. 	<ul style="list-style-type: none"> • Use of child friendly student profiles and needs-based plans. • Differentiated curriculum and resources. • Support with change to routine either in the day, or if there are 'special events' • Visual and tactile timetables. • Area of low distraction (for all senses). • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem • Small group targeted intervention programmes to support speech and language development.

	<ul style="list-style-type: none"> • Strategies to reduce anxiety/promote emotional wellbeing (such as LSAs, breakout rooms, 5-Point Scale) • Where appropriate we will use support and advice from other partners to meet the needs of students. • Planning, assessment and reviews • Teaching resources are routinely evaluated to ensure they are accessible to all students. • Support in examinations • Support Plans available for all staff to use • Support and advice sought from specialist agencies
<p>Cognition and Learning Needs:</p> <p>e.g. Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> • Use of child friendly student profiles and needs-based plans involving students, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Access to literacy/numeracy support • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, (i.e. reading skills and numeracy skills etc.) • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Teaching resources are routinely evaluated to ensure they are accessible to all students. • Ongoing differentiation training for all staff • Reduced class size in English and Maths for vulnerable learners in Year 7 • Read Write Inc. and Fresh Start used to support vulnerable learners to catch up to the level of their peers in literacy • Success@Arithmetic is used to support vulnerable learners to catch up to the level of their peers in numeracy.
<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> • Behavioural needs • Social needs • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities. • Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices. • The school provides effective pastoral care for

	<p>all students and support arrangements are in place for listening to the views of children and young people with SEND, including measures to prevent bullying.</p> <ul style="list-style-type: none"> • The school employs an Emotional Progress Tutor to work with students with social, emotional or mental health issues and works on a 1:1 or small group basis • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to, such as a counselling service or CAMHS to ensure all identified barriers are fully responded to. • Small group targeted programmes are delivered to students to improve social skills and emotional resilience. • There is a nurture group at lunch times/break times to support vulnerable students. • PSHCE is delivered to all pupils • On some occasions school use the support of NTSSC to meet the needs of pupils with SEMH
<p>Sensory and Physical Needs</p> <ul style="list-style-type: none"> • Visual and hearing impairments • Multisensory impairments • Physical and medical needs 	<ul style="list-style-type: none"> • Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed e.g. around medical need. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about all needs of students. • All entrances to the school have ramps fitted to allow wheelchair access. • The school has disabled toilets /facilities/ tracking hoist / changing bed • Use of lifts • Reasonable adjustments made to the school environment including high visibility strips to the stairs

What is the Local Offer?

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The LA Local Offer

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

Churchill Community College is a fully inclusive school which ensures that **all** students achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support students with Special Educational Needs and Disabilities. Churchill Community College is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with SEND. All children will be admitted to Churchill Community College, irrespective of their needs, where a placement is deemed appropriate.

Our Local Offer lets you understand how we support students with special educational needs and disabilities.

We consult with students and their families on our local offer by meeting with parents regularly through SEND review meetings, parents' evenings, target setting days and informal meetings prompted by concerns raised through external professionals, parents or teachers.

North Tyneside Local Authority Local Offer:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Staff Training

The Department is led by Sarah Dunston who has been a SENCo since the year 2000 and holds a B.A. (Hons) in SEND. The SENCo attends regular authority training for SENCos including SENCo network meetings. Three cover supervisors support when not covering lessons and a team of Learning Support Assistants (LSAs) support students both in lessons and in small groups. Additionally there are two Higher Level Teaching Assistants (HLTAs) with responsibility for literacy and numeracy intervention as well as SEMH and Social Skills interventions. Within the team, a range of qualifications are held, all at Level 3, for studies in ASD, Dyslexia, Speech, Language and Communication

and Learning Difficulties. The breadth of knowledge and experience allows for dedicated personalised support and ensures that the students are well supported in all subjects.

All staff have completed, and will continue to receive, ongoing training in relation to meeting student's needs within the classroom, including special educational needs and disabilities.

Staff within school have different levels of expertise in order to support students with special educational needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the student will have this level of training offered and it will be carried out by the SENCO, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student's needs. The training can be carried out by Educational Psychologists, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEND for staff who will be advising staff who support students at an enhanced level.

At Churchill Community College, staff have had awareness training in working with learners who have a range of Special Educational Needs. AEN staff have also had enhanced training as outlined above.

Our fully qualified and trained Special Educational Needs Coordinator provides advice and guidance to staff. The SENCo:

- Emails updates to the staff at school about policy change, LSA placements, student progress and need, training opportunities and information from parents / carers
- Meets with all Curriculum Leaders each term to share information and good practice
- Invites external providers into school to provide training to staff
- Meets with the staff working with particular students if there are specific plans in place
- Meets weekly with the guidance team to ensure that there are clear lines of communication and that the needs of individuals are met
- Invites staff to SEND reviews and feeds information back to staff via email, SEND Support Plan creation or in meetings.

Ensuring pupils with SEND are not treated less favourably

Teaching pupils with SEND and adapting the curriculum:

Inclusion is pivotal to teaching pupils with SEND at Churchill Community College. Wherever possible, pupils with SEND are educated in mainstream classes alongside their peers. With high quality teaching, this should be suitable for the majority of pupils with SEND. For some pupils, this may require additional support. These pupils receive a programme of support which meets their personal needs and addresses the pupil's specific difficulties. The effectiveness of these programmes is reviewed on a regular basis.

Adjusting the curriculum for pupils with SEND:

Churchill Community College are committed to making reasonable adjustments to the curriculum and/or the school environment to meet the needs of all pupils, including those with SEND. School will use the notional budget to purchase additional resources, human or physical, required to support pupils with SEND to make progress. Advice is sought from internal and external professionals to ensure all resources required for the pupil to make progress are in place. This is reviewed termly or when the pupil's need changes.

The quality of the provision for pupils with SEND is reviewed as part of the whole school quality assurance cycle; the books of pupils with SEND are regularly part of progress/work scrutiny and pupils with SEND regularly form part of pupil voice. Any concerns raised through quality assurance are addressed by the Senior Leadership Team.

Pupils who require additional support to access examinations are assessed by the Educational Psychologist, Victoria Harper, and exam concessions are applied for. If exam concessions are granted, support is provided for these pupils during mock exams and terminal examinations.

Supporting pupils with SEND to engage in activities in school including PE

All pupils are able to participate in all activities in school and this includes all pupils with SEND. Churchill Community College provide additional support to enable pupils with SEND to participate in extracurricular activities such as sporting activities, drama performance and residential visits. No pupil is ever excluded from an activity because of their SEND.

Improving the emotional, mental and social development of pupils with SEND

All pupils with SEND are reviewed regularly through the school's pastoral system. Pupil's social, emotional and mental development as well as their academic progress is discussed. Additional support is put in place for those pupils whose progress is a cause for concern. This support can be provided in the form of additional pastoral support, communication or social skills groups, a referral to the school counsellor or Emotional Progress Tutor as well as many other support packages that can be put into place to support pupils with social, emotional or mental difficulties to make progress.

Monitoring and evaluation of SEND

Churchill Community College regularly and carefully monitor and evaluate the quality of the provision offered to pupils with SEND. This is done in a number of ways:

- Internal monitoring and evaluation of teaching and delivery (through the school's Quality Assurance programme)
- Parental consultation – at annual reviews, parents' evenings and termly meetings
- Parental voice – at review meetings, recorded on SEN Support plans and on referrals
- Pupil voice – pupils are regularly consulted about the quality of provision. This is done formally on an annual basis through annual review, termly to update Support Plans and half termly as part of the school's Quality Assurance programme
- Staff voice – through annual review feedback

Assessing the progress of pupils with SEND

For each student with an Additional Educational Need (AEN), their progress is continually monitored by their subject teacher, Curriculum Leader and the AEN team in a number of ways including:-

- Analysis of the half-termly data collection monitoring process
- Additional educational testing completed within school.
- At the end and beginning of each academic year, data is analysed and tracked.
- Progress is discussed in regular meetings, tracked by Departments and is reviewed formally every half term. The student is given a Target Grade in all subject areas which is shared with parent/carers through the school reporting system. As well as Target Grades, other tests may be used to monitor the progress e.g. tests which give a reading and spelling age or a standardised score. When a student has been assessed and is not making progress against their targets, we can refer students to a number of different services for more specialist assessment and advice. Referrals can be made to the Dyslexia Service, Educational Psychology Service or health services such as Speech and Language Therapy, School Nursing Service, Occupational Therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams.
- We might suggest completing an Early Help Assessment (EHA) in order to get a team of professionals (Team around the Family (TAF)) together to work with the student and their family but this will only be done with the parent/carer's agreement. If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student. Parent/carers will be kept informed through school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.
- We hold regular parent evenings for all parents/carers. If your child has SEND, parents/carers and the student are involved with regular review meetings to

discuss progress towards current outcomes and setting outcomes for the future. Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported. Students and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

- During the course of the school year, parents will be given the opportunity of meeting with the SEND team and other parents to discuss specific learning issues. This will relate to the four areas of needs as outlined in the Code of Practice.
- Annual Reviews are held for students with EHCPs. This review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved. Progress reports can be provided to parents/carers in alternative formats if required.

Identification of pupils with SEND

Most pupils with SEND are identified whilst at Primary School. Thorough transition arrangements are put into place to support pupils with SEND to manage the transition when they start Secondary School.

The AEN Department has a robust way of identifying pupils with SEND. This process starts with high quality teaching. All lessons taught in school are differentiated to meet the needs of all pupils despite their barriers to learning. In this environment, the majority of pupils should make progress. Pupils who fail to make progress, despite personalisation, require something additional. Teachers liaise with the school's Learning Support Department, who then undertake assessments to determine whether an SEND Support Plan needs to be implemented. This is shared with the parents and staff involved.

What is an SEN Support Plan?

From September 2014, an individual education plan (IEP) may also be known as a SEND Support Plan. At Churchill, we have had this in place for a number of years.

An SEND Support Plan is an individual education plan developed by teachers, through consultation with external professionals involved with the child and their parents. It outlines how support will be given to the child in school and the expected outcomes of the support.

For a child to have an SEND Support Plan, their class teacher must have decided that the child needs additional support that cannot be met through High Quality Teaching or targeted support in school.

At this stage, parents will be asked to come to a meeting at school to discuss their child's progress, and the AEN Team will help parents and teachers access the right support for the child, and create an action plan for how to implement that support, resulting in a Support Plan.

We work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. For year 6 students, we hold SEND reviews, special transition days for students who are most vulnerable and coffee

mornings for parents who are otherwise unable to attend formal meetings.

We invite all parents to an open evening once their secondary placement has been allocated. We will also speak to parent/carers of children with an EHCP before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for all students with their primary school.

Multi-agency working:

Working with colleagues from health and social care, as well as other stakeholders, is vital to supporting the whole child and their family. Churchill Community College are therefore committed to working with all professionals involved in meeting the needs of pupils with SEND.

All professionals, including those from health and social care, are invited to all meetings where the outcomes of a child are discussed. If colleagues cannot attend, written advices are invited. The views of all stakeholders, including parents and the pupil, are discussed at all meetings.

Looked After Children and SEND

Children who are being accommodated, or who have been taken into care, by a local authority (for example under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the Local Authority. At Churchill Community College, Mrs Sarah Dunston is the Designated Lead Teacher for Looked After Children and her dual role as Designated Teacher for Looked After Children as well as SENCO ensures that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. We also work closely with the Virtual School Head to track the progress of children looked after by the local authority and alongside social workers to ensure that there are effective joined-up processes for meeting the SEND of looked after children. Looked after children will have a Personal Educational Plan (PEP) which assesses and sets out the student's educational needs.

Liaising with parents and young people

At Churchill Community College we recognise the importance of liaising with young people and their parents about the SEN provision that is put into place to support the young person to make progress.

Parents and young people are invited to all meetings where progress and SEND provision is discussed.

Pupils who have a EHCP have an annual review. This is a formal meeting to which all those invited in supporting the pupil, in and outside of school, are invited to discuss the child's progress. Parents and young people are invited to submit a report alongside professional's reports.

Parents of all SEND pupils are invited to discuss their child's progress three times per year; once at parents evening and at two other termly meetings. At this meeting, the pupil's progress towards outcomes are reviewed and, where appropriate, outcomes rewritten.

Pupils with SEND are routinely consulted about the quality of provision through internal monitoring and evaluation.

Transition / Admission Arrangements

If a child is moving to another school we will contact the SENCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We make sure that all records about children are passed on as soon as possible. When a student joins us, we contact the SENCO and ensure all information is forwarded to us. We then hold an SEND review within 3 weeks of arrival. From here, an SEND Support Plan is drawn up and shared with all staff.

During SEND reviews from Year 9 upwards, our Connexions officer Christina Didsbury, attends and is able to provide strong, considered advice for the young person and the families. The Churchill Sixth Form works with Learning Support Department to ensure that students get a place on the correct course and are supported well. As young people prepare for adulthood, outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society. Students with EHCPs will have support in place for their Special Educational Needs. Where a student is requiring a more specialised or personalised setting for their learning, movement to a local special school is possible through the statutory assessment route or annual review process. The SENCO and Learning Coordinator will work with parents, outside agencies, the Local Authorities and the Special School to ensure that the correct setting is found and that the transition is smooth.

We work with our primary schools to build a picture of the cohort in Y5 (with more complex needs) and Y6. Our SENCO meets regularly with each primary SENCO to ensure accurate information. From here, additional transition work is completed to best support the students joining us and ensure all staff can provide personalised support upon students' arrival.

Evaluation of SEND provision

Churchill Community College consult with pupils and their families about the quality of the SEND provision by:

- Sending questionnaires out to parents prior to annual review
- Asking pupils to complete a questionnaire to be discussed prior to annual review
- Pupil voice is recorded and added to Support Plans
- Parental voice is recorded on Support Plans
- Comments slips at parents' evenings
- Regular face to face reviews for pupils with an EHCP

- Regular contact with pupil's key worker

Pupil Voice

Pupils report they are happy with the support they receive at Churchill Community College.

"The support I get from the Learning Support Department helps me to make progress. I am getting better at reading and writing. I am confident at talking and socialising with people now."

– Year 10 pupil January 2018

"I have moved up a set in Maths and the support helps me understand parts of the lesson." – Year 9 pupil April 2018

Parental Voice

Parents report that the support from the Learning Support Department helps their children to make progress and develops confidence. They report that the school has a good understanding of their child's needs

"(The AEN team) have been outstanding where my son is concerned; they have made progress I wouldn't have thought possible two years ago." – November 2018

"(My child) is engaging well and has a positive attitude. He is no longer a problem to get up in the morning and he is more vocal and will now talk to people he doesn't know." – March 2018

Complaints procedure

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governing body is responsible for ensuring that a complaint has been dealt with through the colleges specified complaint procedure:

- Any parent who is unhappy with the SEND provision in college should first discuss their concerns with their son's / daughter's Learning Co-ordinator.
- If parents remain concerned further discussion should take place with the SENCO and Learning Co-ordinator.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LA.

Support for parents

Parents can contact North Tyneside SENDIASS Service for impartial information, advice and support in relation to their child's SEN and/or disability on 0191 643 8313 or 0191 632 8317, or email SENDIASS@northtyneside.gov.uk.

Further Information

Please see our website for the following information:

- Behaviour and Rewards Policy
- AEN Policy
- SEND Policy
- Looked After Children Policy
- Accessibility Policy and Plan
- Anti-bullying policy

If you would like further information about what we offer here at Churchill Community College, contact the **SENCO, Mrs Sarah Dunston on: 0191 234 7200**

Glossary of Terms

AEN	Additional Education Needs
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional and Mental Health
IEP	Individual Education Plan
PLP	Personal Learning Plan
LSA	Learning Support Assistant
LA	Local Authority
KS2, KS3, KS4	Key Stage 2, Key Stage 3 and Key Stage 4
EP	Educational Psychologist
CAMHS	Children and Adolescent Mental Health Service
YOT	Youth Offending Team
OT	Occupational Therapist
TAF/TAC	Team around the family/ Team around the child
LAC	Looked After Child
EAL	English as an Additional Language
FSM	Free School Meal
COP	Code of Practice
EHA	Early Help Assessment
EWS/EWO	Educational Welfare Service/Officer
HI	Hearing Impaired

VI	Visually Impaired
MLD	Moderate Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties